



Harold C. Johnson Middle

400 E. Jefferson St.

York, SC 29745

Grades	6-7 Middle School	
Enrollment	708 Students	
Principal	Keith McSwain	803-684-2311
Superintendent	Dr Vernon Prosser	803-684-9916
Board Chair	Chris Revels	803-925-2840

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good
2008	Average	Average
2007	Average	Average
2006	Average	Below Average
2005	Average	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

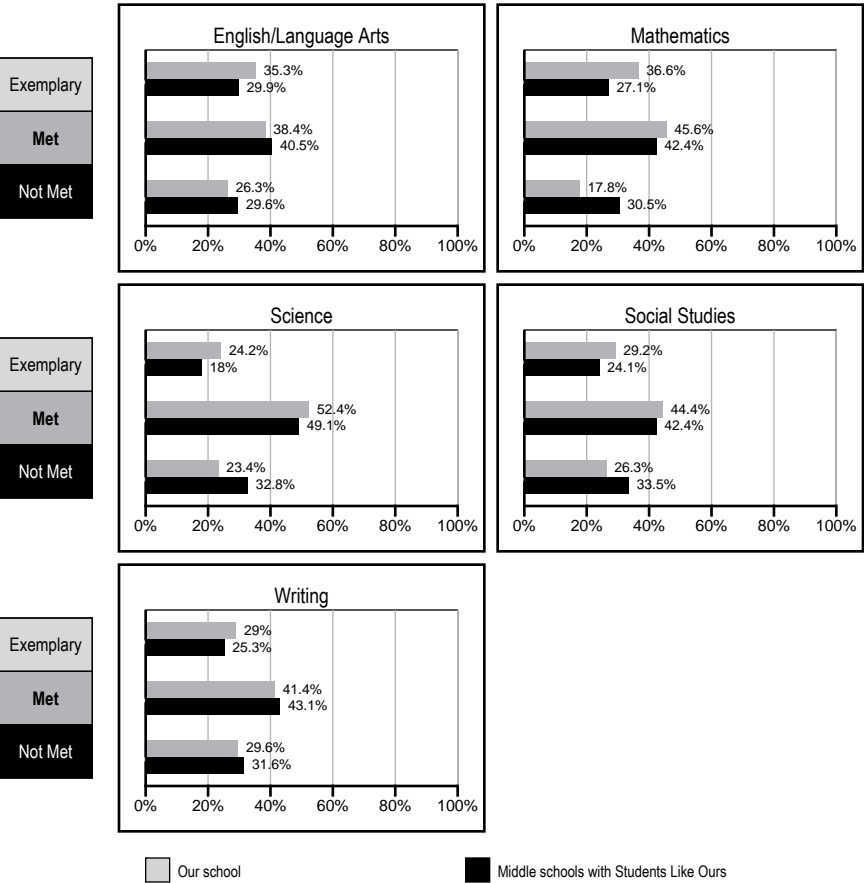
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	3	45	4	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	96.5%
English 1	N/A	94.3%
Physical Science	N/A	79.0%
US History and the Constitution	N/A	N/A
All Subjects	N/A	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=708)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No Change	22.7%	21.6%
Retention rate	0.6%	No Change	1.3%	1.2%
Attendance rate	96.3%	Up from 95.9%	95.9%	95.9%
Eligible for gifted and talented	17.0%	Down from 18.7%	16.6%	14.8%
With disabilities other than speech	14.7%	Up from 13.9%	14.1%	12.6%
Older than usual for grade	2.5%	No Change	2.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.4%	0.6%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=59)				
Teachers with advanced degrees	69.5%	Up from 60.7%	57.5%	56.9%
Continuing contract teachers	91.5%	Up from 83.6%	76.7%	72.7%
Teachers with emergency or provisional certificates	0.0%	No Change	3.6%	5.3%
Teachers returning from previous year	91.8%	Up from 90.5%	85.5%	82.9%
Teacher attendance rate	94.9%	Down from 95.0%	95.5%	95.2%
Average teacher salary*	\$50,492	Up 4.6%	\$46,644	\$46,599
Professional development days/teacher	13.3 days	Up from 10.7 days	11.6 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.5	3.0
Student-teacher ratio in core subjects	20.3 to 1	Up from 19.1 to 1	21.1 to 1	20.1 to 1
Prime instructional time	90.4%	Up from 89.3%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Up from 94.7%	97.3%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,599	Up 14.1%	\$7,353	\$7,645
Percent of expenditures for instruction**	69.2%	Down from 69.4%	63.2%	63.4%
Percent of expenditures for teacher salaries**	64.6%	Down from 66.6%	58.7%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Harold C. Johnson Middle School serves sixth and seventh grade students in York School District One. Our mission statement continues to be, "Recognizing that learning is a life long process, the mission of Harold C. Johnson Middle School is to prepare students to meet academic and social challenges in a safe, nurturing learning environment."

Harold C. Johnson Middle School was proud to receive its seventh Palmetto Silver Award Flag during the 2008-2009 school year. During the 2008-2009 school year, we remained focused on our school's vision, which is "Developing excellence in character and intellect for all students."

To develop and maintain a school environment that is conducive to learning, we continued our morning character education program that we refer to as "Think Time." During "Think Time," students were provided character education lessons created by our guidance counselors, administrators, and special guest speakers. This was our second year participating in this specific school-wide character education program. We designed each lesson to meet the needs of our students. Our guidance counselors, administrators, and teachers met with each "academic team" bi-weekly to deliver effective character education lessons. The continuation of our "Think Time" character education program allowed us to maintain a positive school climate.

One of our major initiatives for the 2008-2009 school year was balanced literacy. Harold C. Johnson Middle School is currently in its second year as a member of the South Carolina Reading Initiative (SCRI-MG). Through this initiative, we were able to add a Literacy Coach to our staff, develop a School Literacy Team, and involve our Language Arts teachers in professional study focusing on research-based literacy strategies. All of our language arts teachers participated in "coaching rounds" with our school's literacy coach. This process has made our teachers more reflective and more responsive to their students' needs.

Our media specialist introduced a new reading program to our students and staff focusing on the 2008 -2009 South Carolina Junior Book Award nominees. Our students really enjoyed the school-wide book talks from our media specialist, and our students reading interest increased as a result of our focus on school-wide literacy.

Harold C. Johnson Middle School has a staff that is dedicated to helping our students become successful and productive citizens. We are proud of the hard work and dedication of our students and teachers.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	48	323	168
Percent satisfied with learning environment	100.0%	82.1%	92.2%
Percent satisfied with social and physical environment	100.0%	84.9%	85.5%
Percent satisfied with school-home relations	91.7%	86.9%	80.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	707	99.6	26	38.1	35.9	82.3	83.4	82.8	Yes	Yes
Gender										
Male	350	99.4	29.1	35.9	35	77.7	78.7	79.3	N/A	N/A
Female	357	99.7	23.1	40.1	36.8	86.8	88.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	518	99.6	21.8	37	41.2	84.6	85.9	89.5	Yes	Yes
African American	141	100	37.2	45.7	17.1	77.5	75.7	73.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	95.8	92.3	I/S	I/S
Hispanic	31	100	48.4	25.8	25.8	58.1	73.7	76.5	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	80.8	82.5	I/S	I/S
Disability Status										
Disabled	100	98	66.3	20.2	13.5	42.7	50.3	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	65.2	21.7	13	52.2	72.7	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	99.8	32.7	39.7	27.7	78.2	78.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	707	99.6	17.7	45.2	37.1	88.4	82.6	78.9	Yes	Yes
Gender										
Male	350	99.4	22	44.3	33.7	85.4	79.1	77	N/A	N/A
Female	357	99.7	13.5	46.1	40.4	91.3	86.1	80.9	N/A	N/A
Racial/Ethnic Group										
White	518	99.6	16	43.2	40.7	90.6	85.5	87.2	Yes	Yes
African American	141	100	24	51.2	24.8	79.1	72.8	66.7	Yes	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	83.3	93	I/S	I/S
Hispanic	31	100	19.4	45.2	35.5	90.3	82.1	76	I/S	I/S
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	65.4	79.5	I/S	I/S
Disability Status										
Disabled	100	98	55.1	31.5	13.5	60.7	56.6	45.5	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	23	100	34.8	43.5	21.7	78.3	76.6	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	393	99.8	20.9	51.4	27.7	86	77.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	527	99.8	23.1	52.2	24.7	76.9	70.2	67.5
Gender								
Male	263	100	24.4	51.2	24.4	75.6	67.3	67
Female	264	99.6	21.8	53.2	25	78.2	73.2	68
Racial/Ethnic Group								
White	397	99.8	19.9	50.8	29.3	80.1	74.5	79.5
African American	91	100	33.7	56.6	9.6	66.3	54.7	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	92.3	84.3
Hispanic	27	100	40.7	44.4	14.8	59.3	61.8	60.7
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	77.8	71.2
Disability Status								
Disabled	74	100	55.2	38.8	6	44.8	46.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	18	100	N/AV	N/AV	N/AV	50	58	59.6
Socio-Economic Status								
Subsided meals	292	99.7	30.3	51.7	18	69.7	61.4	55.1

Social Studies								
All Students	524	100	26.2	44.2	29.7	73.8	75.8	72.3
Gender								
Male	262	100	27.6	40.3	32.1	72.4	74.6	71.5
Female	262	100	24.8	48	27.2	75.2	77.1	73.2
Racial/Ethnic Group								
White	391	100	23.4	42.9	33.8	76.6	78.5	80.7
African American	104	100	39.6	44.8	15.6	60.4	63.8	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	93.3	88.5
Hispanic	18	100	27.8	44.4	27.8	72.2	78.6	68
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	73.3	72.2
Disability Status								
Disabled	74	100	67.6	25	7.4	32.4	52	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	27.3	45.5	27.3	72.7	79.5	67.9
Socio-Economic Status								
Subsided meals	283	100	32.4	44.1	23.4	67.6	69.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	706	98.4	29.4	41.6	29.1	70.6	68.6	70.2	96.3	96.1
Gender										
Male	351	98	37.3	41.4	21.3	62.7	59.5	63.2	96.1	96
Female	355	98.9	21.6	41.7	36.6	78.4	78	77.5	96.5	96.1
Racial/Ethnic Group										
White	514	99	25.8	41	33.1	74.2	72.3	79.1	95.9	95.7
African American	142	96.5	38	46.5	15.5	62	58.4	57.6	97.5	97
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	70.8	86.2	97.2	96.7
Hispanic	33	100	46.9	28.1	25	53.1	57.6	62.6	97.6	96.8
American Indian/Alaskan	9	I/S	I/S	I/S	I/S	I/S	52	68.7	98.5	96.4
Disability Status										
Disabled	91	92.3	N/AV	N/AV	N/AV	17.1	26.1	26.1	95.2	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	24	100	58.3	25	16.7	41.7	51.9	61.2	97.9	97
Socio-Economic Status										
Subsidized meals	387	97.9	34.7	44.6	20.6	65.3	60.6	58.9	96	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	355	99.2	28.5	39.6	31.9	71.5
	7	352	100	23.6	36.6	39.9	76.4
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	355	99.2	19	44.5	36.5	81
	7	352	100	16.3	45.9	37.8	83.7
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	178	99.4	35.5	52.4	12	64.5
	7	349	100	16.8	52.1	31.1	83.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	175	100	19.4	56.3	24.4	80.6
	7	349	100	29.5	38.3	32.2	70.5
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	353	98.9	33.5	39	27.4	66.5
	7	353	98	25.2	44.1	30.7	74.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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